

66TH CONFERENCE ON EXCEPTIONAL CHILDREN

Meat and Sides of Vocabulary Selections in Low Incidence Classrooms

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Session 54

SELF-ASSESSMENT:
A Journey of Change

PUBLIC SCHOOLS OF NORTH CAROLINA
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Introduction of Chefs

Tammy Reynolds

Holds a Masters of Science in Communication Sciences and Disorders and practiced in the schools for 17 years, have always worked with IDSE, IDMO and AU classrooms

Completed extra coursework in Low Incidences and Special Populations related to Assistive Technology

Attended "200+" hours of conferences related to AAC and Assistive Technology-

Is a member of the DPI initiated Assistive Technology Team for Pitt County Schools

Reba Frank

-Pitt County Teacher for 8 years

-Graduated 2x from East Carolina University with Bachelors and Masters

-Worked in the Irene Howell Assistive Technology Center throughout Grad School that helped build my knowledge of using AT and Communication

-CoTeacher with ABA Therapist where Communication is viewed as a behavior.

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Our Goals today

Give you a few morsels to chew and ponder on to create your own program

Pass along tips to help you become more successful within your classes and programs

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Disclosure

We do not benefit financially nor non financially from this presentation.



What's for Dinner..

- SLP wanted communicative focus
- Teachers wanted to diligently focus on curriculum.



THERAPIST VS. TEACHER

Therapists Vs. Teacher

R

- Topics change frequently
- Making picture cards continually
- Pictures are not cohesive across settings
- Class was set up for strict academics, which is important, but communication seemed to be lacking. We recognized we needed to be cohesive
- Time data showed limited use of words at specific times during the day.
-

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Therapists Vs. Teacher

T

- SLP was focusing on conversations and interactions
- Good use of VOD's, but no forward movement
- Teacher and therapist may work on different words
- Therapist couldn't keep up with what happened in the classroom
- While therapists may be nice...experience levels are mismatched

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Where are we going? I'm still hungry!

TR

- We both were very busy, but not seeing overall progress of students we hoped to see.
- Mobility levels were varied to use.
- Some could read, some relied on pictures, some needed objects.
- There are many communication methods,
- some students were verbal, most were nonverbal.

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What did we sample?

Various word walls with
GoTalk 1

GoTalk 9 and 4 for
students

Single message outputs

Attempting for everyone to
be "verbal"

We became Hangry
because progress wasn't
what we wanted.

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Where will we find something to meet both our needs

What if we pick out some
words that can be used in
many settings?

Maybe we can figure out
how to use fewer words,
but increase the overall
communication and
chances to show what
they have learned?

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MENU

Main Dish

Core

Curriculum (PCS has it broken
down)

Sides

VOD-Voice Output Device

Flip Books/Pictures/Icons

Dessert

Dropbox/Google Presentation

Fringe words

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Core vs. Fringe Words-What are they?

Core words - frequently used words within conversations that carry a heavy weight for communication.

They are the Meat and can be used in a variety of ways (Pork)

Fringe words -less frequently occurring words that show specifics. These can be the academic pieces that are not always needed. They are the specifics to conversations or communication (barbecue, ribs, bacon, pork chops, sausage).

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Sources of our Food

- After attending multiple workshops and given many word lists
- Difficult to digest all the various information and lists
- We used Excel and sorted to make one cohesive list.
- Now we use that list to decide where to go.

[See handout](#)

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Stirring it up!

Core Word Vocabulary

Words that can be applied to both academics and everyday conversation

Change how you ask questions to measure success

Instead of Who wrote the book, Harry Potter? You can ask "J.K. Rowling tells us _____ and give a choice of "who" and "what".

Academic Vocabulary

-Suggested words from the Extended Content Standards and our county (High School Adapted Curriculum Guides)

-Content specific ideas could be introduced, but focus interactions on using chosen core words

[See Handout](#)

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How not to burn food

Therapist

Found the pictures

Saved into Dropbox

Shared dropbox file

Adding extensions

Teacher:

Used pictures from Dropbox to create Google presentation to make it easier for locating items.

Because...you want to grab and go within 8 seconds

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Suggested Serving Sizes

To learn a “device” you must access a minimum of 200 times per day.

This minimum breaks down to 7 times per hour at school.

The word wall has helped increase the number of interactions.

Our struggle is during the transitions.

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Suggested Serving Size

XXX will answer 15 questions per day while obtaining a mode of 3 and a mean of 3.2.

XXX will complete 5 sentences per day while obtaining a mode of 2 and mean of 2.8

Be sure to include the rubric in your paperwork

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Suggested Serving Size cont..



If a student is receiving Direct Speech Services, this is often a great goal to integrate with!

If a student has a support plan...this is perfect to report for the Support in the classroom.

Data Review



Time Based Data sheets

[AAC Time Data Sheet](#)

Day divided into 30 min increments

Use of Tallys

Rubric Communication Data Sheet

[Communication Data Sheet](#)

Rubric Slide (mode and mean)

4 = Independent

3 = Verbal ("Push the button")

2 = Visual/Gestural (Pointing to the button or answer)

1 = Physical Prompt (Hand over hand)

0 = No response to teacher.

Planned Mealtime



Scheduled Time

- One time per day everyday
- Focus on a few words at a time through for 1 week
- Each day had a different activity with same words
- Examples: Using in sentences, tracing, reading, spelling



Use it in a sentence.

Look at the basketball basket.



Teacher reads sentence first. Student & Teacher read sentence again together. Student says underlined word.

Little Bites all day long

R

All Day Access

Students see the words used more in a conversation.

Encouraged staff to use words throughout day with lessons (scripted lessons)

Placement of words allowed for easy access by all staff and therapist

Inclusion of words in all many different activities.



Word Wall

R

- Helps teachers and students.



Example of Main Dish

R

Would you like or not like to go to the fair next year?



Using Core Words in Lessons

Communication Board

What community are you a part of?

My town

My school

My classroom

More & Stop

more

stop

Student say if they wanted to say "More" or wanted to "Stop"

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Agenda Wall

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2018 CONFERENCE ON EXCEPTIONAL CHILDREN

Agenda

JOURNAL LESSON AGENDA

1. Listen to the journal objectives

2. Look and listen to background information on our journal topic.

3. Choose and write journal answer by filling in the blank. Our teachers will help us.

4. Read our journal entry to the class.

Don't forget to add your

-Name

-Date

-how you feel

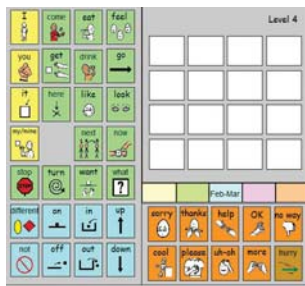
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2018 CONFERENCE ON EXCEPTIONAL CHILDREN

Moving to Dessert

Smaller Tabbed Flip Book to aid those who need more vocabulary choices.



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Moving to Dessert

Creation of a database of our chosen icons/pictures to be used.

Core Words database

1st: Slp saved pictures to Dropbox

2nd Teacher created presentation with pictures and a search feature so they could be found easily

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Roadblocks in our Meal




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Need: Access to pictures for Teachers



Example of our Google Presentation

Procedure (go, want)

go



want






Need: Durability & Presentation




Hard
Laminate
Poster
Velcro
Notebooks



Need: Access to Pictures for Students

-Communication Access



Ipad Apps
Boardmaker
Symbolstix
Devices
Camera

Success Stories



A Teacher resisted the SLP entering the classroom at all. We began looking at "First Words" to help her streamline her work.

Matching
Directions for devices

Success Stories



"N" using
Journals (In and
Out)

Success Stories



"A" being more
verbal



"C" using like and
not like when
completing a
transition
assessment. (next
slide)

Picture (Student with Transition) R

Rating Scale for Soft Skills

Soft Skills	Level of Prompting needed (With appropriate supports)	Preference of job (Like/ not like)	Accommodations/ Modifications or Comments
Stapling	1 (knows where hand goes to staple)		Stapler on paper
Sorting	3, 2		hold items up for him to choose best between 2 choices
Items in bag	4		Ex: folder not paper only
Items out of bag	4		help to grasp item

Activity T

Make groups of 5-6 people

Choose 5-7 words per your topic from January Curriculum

Each group will state their words from their topic



Presenter will type in words into excel document, then sort to show how they overlap.

Questions?



Resources

Excerpts from "Language Function and Early Generative Language", Banajee, M., DiCarlo, C. & Buras-Stricklin (2003)
Core Vocabulary Determination for Toddlers, AAC, 2, 67-73
Van Tatenhove, 2005

Boardmaker Share

Vanderheiden, G., [A Journey through early augmentative communication and computer access](#), Journal of Rehabilitation Research and Development, Nov/Dec 2002 V. 39, No. 6 p. 39-53

Burkhart, Linda, AAC conference 2015.

Pitt County Curriculum Guides

	Top words								Adding to the top 50		
1	all done/finished	toddler s	first 8	first 15	first 30	first 50			~ed	nice	
2	help	toddler s	first 8	first 15	first 30	first 50			~ing	of	
3	mine	toddler s	first 8	first 15	first 30	first 50			~s	one	
4	more	toddler s	first 8	first 15	first 30	first 50			after	other	
5	stop		first 8	first 15	first 30	first 50			almost	over	
6	that	toddler s	first 8	first 15	first 30	first 50			another	place	
7	want	toddler s	first 8	first 15	first 30	first 50			any	please	
8	what	toddler s	first 8	first 15	first 30	first 50			ask	pretty	
9	go	toddler s		first 15	first 30	first 50			be	problem	
10	here	toddler s		first 15	first 30	first 50			before	ready	
11	I	toddler s		first 15	first 30	first 50			body	ride	
12	it	toddler s		first 15	first 30	first 50			can	same	
13	like			first 15	first 30	first 50			cold	say	
14	you	toddler s		first 15	first 30	first 50			color	she	
15	again				first 30	first 50			did	sick	
16	away				first 30	first 50			different	silly	
17	big				first 30	first 50			dress	sing	
18	do				first 30	first 50			fall	sit	
19	down				first 30	first 50			fals	sleep	
20	get				first 30	first 50			favorite	slow	
21	in	toddler s			first 30	first 50			for	sorry	
22	little				first 30	first 50			fun	start	
23	my	toddler s			first 30	first 50			give	surprise	

24	off	toddler s				first 30	first 50	goodbye	wswim	
25	on	toddler s				first 30	first 50	guess	take	
26	out	toddler s				first 30	first 50	ha	thank you	
27	put					first 30	first 50	e	these	
28	some	toddler s				first 30	first 50	he	they	
29	there					first 30	first 50	hear	think	
30	up					first 30	first 50	hi	thirsty	
31	all						first 50	hot	those	
32	come						first 50	how	time	
33	don't						first 50	hungry	tired	
34	drink						first 50	idea	together	
35	eat						first 50	is	try	
36	feel						first 50	job	under	
37	good						first 50	know	very	
38	happy						first 50	later	walk	
39	make						first 50	leave	waty	
40	me						first 50	let	we	
41	not						first 50	listen	when	
42	now						first 50	live	win	
43	play						first 50	lose	with	
44	read						first 50	love	work	
45	sad						first 50	maybe	write	
46	tell						first 50	much	wrong	
47	turn						first 50	myself	your	
48	where						first 50	name	pronouns	
49	who						first 50	need	adjectives/adverbs	
50	why						first 50			
51	a	toddler s							expand verbs with tenses	
52	is	toddler s								
53	no	toddler s								

[illegible]

Curriculum Guide for Activity
Presentation: Meat and Sides of Vocabulary Selections in Low Incidence Classrooms
Presenters: Tammy Reynolds & Reba Frank



Revised Curriculum Guide 2013

Exceptional Children K-2
January

Big Ideas: Form and Function	Essential Vocabulary
ELA – Using Text Structure to Support Understanding in Literature	ELA: text, character, illustration, sequence, setting, feelings, beginning, middle, end, events Math: congruent, large, small, 2-D shapes, 3-D shapes, same, different, whole, half Science: same, different, size, color, shape, solid, liquid, heating, cooling Social Studies: location, map, key, legend, school, home, authority figures
Math – Shapes and Attributes	
Science – Sorting by physical properties	
Social Studies – Positional and Directional Words, Interpreting maps with picture symbols	
Learning Targets What do students need to be able to know / do?	Assessment and Data
Students will demonstrate the understanding of form and function across the curriculum.	



Revised Curriculum Guide 2013

Exceptional Children 3-5
January

Big Ideas: Form and Function	Essential Vocabulary
ELA – Reading Standards for Literature: Plays and Dramas	ELA: play, drama, poetry, feelings, character, title, setting, author, compare, contrast, problem Math: decompose, equality, part, whole, multiplication, division, sets, patterns Science: liquids, gas, solids, physical change, chemical change, physical properties, temperature, matter, melting, boiling, freezing Social Studies: community, landmarks, town, city, address, state, map
Math – Operations and Algebraic Thinking: Multiplication and Division	
Science – Matter, Properties, and Change: Solids, Liquids and Gas, Rocks and Minerals	
Social Studies – Geography and Environment: Map Skills	
Learning Targets What do students need to be able to know / do?	Assessment and Data
Students will demonstrate the understanding of form and function across the curriculum.	

Curriculum Guide for Activity
 Presentation: Meat and Sides of Vocabulary Selections in Low Incidence Classrooms
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Curriculum Guide

Exceptional Children 6 - 8

January
 Revised 2013

Big Ideas: Writing	Essential Vocabulary			
ELA – Application of the Writing Process	Topic Events Personal Imagined Facts Opinions Claim Closure Decision Details Narrative Evidence Temporal words Edit Revise Pre-write Draft Proofread Publishing	Fraction Numerator Denominator Part Whole Half Ratio Relationship Quantity Compare Whole Part Colon :	Landforms Mountains Valleys Volcanoes Hills Deserts Biomes Canyons Plains Peninsula Islands Peninsula	Self-advocacy Choices Change Vote Negotiate Parties Governor Mayor Branches of government Legislative Executive Judicial Constitution
Math – Fractions and Ratios				
Science – Earth Systems, Structures, and Processes				
Social Studies – Civics and Governance: Understanding Social Changes				
Learning Targets What do students need to be able to know / do?	Assessment and Data			
Students will create and/or write a product to demonstrate understanding of content knowledge across the curriculum.				



Curriculum Guide

Exception Children 9-12

January
 Revised 2013

Big Ideas: Sequencing	Essential Vocabulary			
ELA – Informative texts: Theme and central idea, determine how ideas and events are related	Informative texts Character Relationship Interact Relate Events Facts Opinions Articles Newspaper	Wants Needs Spend Save Budget Management Survive Finances	Natural Resource Man-made resource Pollution Contaminate Atmosphere Chemicals Recycle Conservation Condensation Precipitation Evaporation	North South Slavery Segregation Freedom Equal Rights Abolish Union Confederate Defend
Math – Needs vs. Wants				
Science – Understanding the impact of human interaction on the environment: Pollution and Conservation				
Social Studies - Civil war				
Learning Targets What do students need to be able to know / do?	Assessment and Data			
Students will use sequencing to determine how ideas and events are related to gain understanding of information across the curriculum.				